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ABSTRACT

Hispanics in New York, like those in other parts of the country, are younger and poorer than other minorities, and are more likely to live in metropolitan areas. This report provides a comprehensive review of the current condition of education for Hispanic New Yorkers. Hispanics represent 12% of the state's population and are concentrated in New York City and three heavily populated counties. Half of the New York Hispanic population over 25 years of age has less than a high school education, compared to 25% of the general population. Only about 40% of Hispanic ninth graders remain to graduate, but of those graduates, 78% attend college, most frequently in New York State. Information related to enrollment, achievement, compensatory programs, outcomes, and staffing for both kindergarten through grade 12 and postsecondary education is provided. An examination of the condition of Hispanic employment in the public and private sectors and the professions documents the need to improve the educational attainment for Hispanic youth. Hispanics in the New York workforce are underrepresented in executive, administrative, managerial, and professional specialty occupations. High dropout rates and low educational attainment levels hamper Hispanics in achieving the American dream. (Contains 6 figures, 22 tables, and 33 references.) (SLD)

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Hispanic New Yorkers: Education and Employment

The University of the State of New York
The State Education Department
Office of Planning, Research and Support Services

June 1994

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HIGHLIGHTS

Demographics

- Hispanic presence in the United States (22.4 million) and in New York State (2.2 million) is substantial. Population growth rates between 1950 and 1990 were 53 percent nationally and 33 percent in New York State. New York now ranks third among the 50 states in Hispanic population, following California and Texas.
- Hispanics are 12 percent of the State's population and are geographically concentrated in New York City, and the counties of Nassau, Suffolk and Westchester. The Bronx is the State's county with the largest number of Hispanics, over 523,000.
- Census data reveal that, as a group, Hispanic New Yorkers are younger, poorer and have lower educational attainment than other racial/ethnic groups. Half of the New York Hispanic population over 25 years of age have less than a high school education, compared to 25 percent of the general population.

The Condition of Hispanic K-12 Education

- Hispanic student enrollment in public schools has increased from 9 percent in 1970 to 16 percent in 1993. Hispanic enrollment in 1992-93 was close to 426,800 students in public schools and an additional 54,915 in nonpublic schools. Hispanic students are 11.7 percent of the nonpublic school enrollment and 17 percent of Catholic school enrollment. They are concentrated in the larger cities, particularly New York City and Yonkers. Outside the Big Five cities, Hispanic students are a small portion (four percent) of public school enrollment (Table 1).
- Hispanic students are overrepresented (above their share of the school population) in ungraded special education classes, secondary occupational education classes and as recipients of High School Equivalency Diplomas (Table 2). Almost half of Hispanic public school students attend highly segregated schools (with Hispanic enrollment of over 50 percent) (Table 3).
- Hispanic student achievement on recent national assessments — National Assessment of Student Progress (1992) and National Education Longitudinal Study (1988 and 1990) — show that in all cases Other Minority and White students' performance for New York and the United States were above those of Hispanic New Yorkers (Tables 4-8). One-third of Hispanic students in both public and nonpublic schools receive compensatory Chapter 1 services (pp. 15 and 16).
- Estimates show there has been no improvement in stemming Hispanic dropouts between 1980 and 1990 — about 40 percent of Hispanic ninth graders remain to graduate (Table 9). New York City 1991 dropout statistics confirm Hispanic students as the largest group of the City's public school dropouts — 42 percent (p. 16). Hispanic graduates are more likely to receive Local Diplomas (84 percent) than Regents Diplomas (Table 10).
- Hispanics are 16 percent of public school enrollment yet only 4.4 percent of public school classroom teachers. Hispanic classroom teachers increased less than one percent between 1988-89 and 1991-92 (Table 11). New York City's Hispanic students make up 36 percent of the student population, yet are taught by a teaching force which is 11 percent Hispanic.

The Condition of Hispanic Postsecondary Education

- Seventy-eight percent of Hispanic graduates attend college — most frequently within New York State (Table 12). Hispanic postsecondary enrollment percentages increased modestly between 1980 and 1990 but there were only slight percentage increases in degrees conferred on Hispanics during the decade. Most noteworthy was the growth of First Professional Degrees from 1.9 percent to 4.6 percent between 1982-83 and 1992-93 (Tables 13 and 14). The highest percentage of Hispanic degrees earned in 1991-92 were at the Associate Degree level for Business, Computer and Information Science, and Education (Table 15). Gender differences are significant in Hispanic degrees earned. Women earn 63 percent of all Hispanic degrees with the most significant gaps at the Associate, Bachelor and Master Degree levels (pp. 20 and 21).

- Compensatory programs such as the Higher Education Opportunity Program (HEOP) at independent colleges and the Educational Opportunity Programs (EOP) at State University campuses provide support services such as counseling, tutoring and summer remediation to some Hispanic college students enabling more students to successfully complete their degrees. Greater shares of Hispanics participate in HEOP (almost 33 percent) than in EOP (almost 18 percent) (pp. 21 and 22).

- There are few Hispanics in administrative or faculty positions at higher education institutions. Over 87 percent of the instructional faculty at higher education institutions were White (Table 17). Hispanics have the lowest instructional faculty representation (2.5 percent) of all racial/ethnic groups.

The Condition of Hispanic Employment

- Hispanics in the New York work force are underrepresented in the Executive, Administrative, and Managers category and the Professional Specialty Occupations (p. 23). Hispanics represent 10.4 percent of the work force but higher percentages of jobs such as cooks, housekeepers, and private child care workers (16.7 percent); and factory type jobs (21.4 percent).

- Hispanics were underrepresented in 14 licensed professions; strongest representation was found among Social Workers (9.7 percent) (Table 18). Statistics for public service at the Federal, State and local levels show Hispanic participation at about five percent (Table 20). Whereas Hispanics are 12.3 percent of the State population, and over 10 percent of the work force, they comprise only 3.7 of the State employees (p. 24). The State Education Department work force is 2.7 percent Hispanic (Table 21). With a Hispanic population of over 24 percent, New York City's government work force is just under 12 percent Hispanic (Table 22).

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INTRODUCTION

Hispanics[1] in New York mirror some — but not all — of the features of the national profile of American Hispanics. Hispanic New Yorkers, like those in other regions, are younger, poorer than other minorities, and living most likely in metropolitan areas. New York has the third largest Hispanic population in the United States with Puerto Ricans representing the largest segment of the State's Hispanic population. California and Texas have predominantly Mexican Hispanic populations. One area of concern that is shared for Hispanics nationally and in New York is education at both the K-12 and postsecondary levels.

Education has always been crucial to ethnic groups in gaining the stability and prosperity needed for a comfortable existence. The tie between education and income has been documented. ***What's It Worth?***, a 1992 study by staff of the Bureau of the Census, shows the 1990 monthly earnings for various educational attainment: without a high school diploma ($492); high school diploma ($1,077); Associate degree ($1,672); Bachelor degree ($2,166), and Professional degree ($4,961).[2]

High dropout rates and low educational attainment levels hamper Hispanics in achieving the American dream. With 44 percent of New York Hispanics under 25 years of age, the State's schools and colleges have the opportunity to make a difference.

A comprehensive review of the current condition of education for Hispanic New Yorkers is provided. Information related to enrollment, achievement, compensatory programs, outcomes, and staffing for both K-12 education and postsecondary education will create a better understanding of the challenges ahead. An examination of the condition of Hispanic employment in both the private and public sector and the professions documents the need to improve the educational attainment for Hispanic youth.

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[1] Hispanic persons may be Mexican-American, Chicano, Mexican, Puerto Rican, Cuban, Central or South American (Spanish countries), or of other Hispanic origins (***Statistical Abstract of the United States: 1992***, p. 5).

[2] ***Statistical Abstract of the United States: 1992***, Table A, p. 5. Table A provides the accompanying standard error for monthly earnings data: less than a high school diploma ($12); high school diploma ($16); associate degree ($51); bachelor degree ($41); and professional degree ($455).

THE HISPANIC POPULATION

A Growing Presence

Hispanic presence in North America began with the Spanish explorations supported by Ferdinand II and Isabella I. Cortez's finding of gold and silver in Mexico in the early 1500s spurred explorations north. Cabrillo ventured by sea to the Oregon and California coast while DeSoto and Coronado explored the regions of the southeastern and southwestern United States. Large portions of the current territory of the United States were originally conquered by Spain. The first large group of Hispanics who came to New York following World War II were Puerto Ricans.

Hispanics are becoming an increasingly larger percentage of the population in the Nation and in New York State. The Hispanic population nationally rose by 53 percent between 1980 and 1990 to 22.4 million. Three-quarters of the Nation's Hispanics in America reside in five states: California (34.3 percent), Texas (19.4 percent), New York (9.9 percent), Florida (7.0 percent), and Illinois (4.0 percent) (Current Population Reports, P23-183, p. 4). Nine percent of all Americans are Hispanic. New York State now has over 2.2 million Hispanic residents.

Hispanic as a Percent of the Total Population for Selected States, 1980 and 1990

State	1980	1990	Change
Arizona	16.2	18.8	56.2
California	19.2	25.8	69.2
Colorado	11.8	12.9	24.9
Florida	8.8	12.2	83.4
Nevada	6.7	10.4	130.9
New Jersey	6.7	9.6	50.4
New Mexico	36.6	38.2	21.4
New York	9.5	12.3	33.4
Texas	21.0	25.5	45.4
United States	6.4	9.0	53.4

Source: U.S. Bureau of the Census, Current Population Reports, P23-183, *Hispanic Americans Today*, 1993, p. 2; and Carter and Wilson, 1993, Table 19, p. 68.

Hispanics are projected to become the largest minority in the United States and New York State early in the 21st century. Projections indicate that by the year 2050, one in every five Americans will be Hispanic (p. 2). Immigration and birth rates higher than the general population contribute to these changes.[1] The growth in the past decade has largely taken place in nine states. While New York's Hispanic population has risen by one-third, this rate of change is not as great as that of six other states.

The Hispanic population of New York is concentrated in the New York City metropolitan area (92 percent). Between 1980 and 1990, New York City's total population increased three percent while the Hispanic population rose almost 27 percent. Hispanics are 24 percent of the City's population. With over 523,000 Hispanics — over 43 percent of the borough population — the Bronx is the State's most heavily populated Hispanic center. Bronx Hispanics account for almost one in four Hispanics statewide. Staten Island is the only City borough without particularly large numbers of Hispanic residents. Close to 1.8 million Hispanics reside in New York City — 80.6 percent of the State's Hispanic population. An additional 11.4 percent of the State Hispanics (nearly 251,500) reside in the nearby counties of Nassau (3.5 percent), Suffolk (4.0 percent), and Westchester (3.9 percent).

New York City Hispanic Population, 1990 Census

Borough	Hispanic Population	Percent of Borough Population	Percent of State Hispanic Population
Bronx	523,111	43.5	23.6
Brooklyn	462,4110	20.10	20.9
Manhattan	386,630	26.0	17.5
Queens	381,120	19.5	17.2
Staten Island	30,239	8.0	1.4
New York City Total	1,783,511	–	80.6

Source: New York State Department of Economic Development State Data Center, April 1992.

[1]Improvement in the census procedures and public relations campaign efforts may be factors that account for some of the increase in the number of Hispanics and suggesting previous undercounting (Current Population Reports, P23-183, p. 3).

Hispanic Diversity

Hispanic peoples, also called Latinos, are a diverse group identified as having origins in Puerto Rico, Cuba, many Central, South, and Latin American nations, and other Spanish-speaking areas. While Mexicans are the largest portion of Hispanics nationally, Puerto Ricans are the largest segment of the New York State Hispanic population.

Nationally, growth since 1980 has been dominated by increases in the Other Hispanic population category (67 percent). Other Hispanics have their origins in many nations. The largest groups are from the Dominican Republic, El Salvador, Colombia, and Spain. In New York, Other Hispanics are 43.3 percent of the State's Hispanic population.

Hispanic Population by Origin,
New York and United States, 1990

Origin	New York		United States	
	Number	Percent	Number	Percent
Mexico	93,244	4.2	13,496,000	60.4
Puerto Rico	1,086,621	49.1	2,728,000	12.2
Cuba	74,345	3.4	1,044,000	4.7
Other Hispanics	959,836	43.3	5,086,000	22.7
Total	2,214,026	100.0	22,354,000*	100.0

Sources: U.S. Bureau of the Census, P23-183, 1993, p. 4; and New York State Department of Economic Development, State Data Center, ***1990 Census of Population and Housing Summary File Tape 1***, April 1992.

Like their counterparts across the country, New York Hispanics generally reside in metropolitan areas. The population changes in New York City show both the dramatic growth and the diversity of the Hispanic community. New York City Hispanics are almost equally divided between Puerto Ricans and all other Hispanics (Mexican, Cuban, and Other Hispanics). The increases in Other Hispanics (60.2 percent) outpaced the growth in the Puerto Rican population (5.2 percent) (New York City Department of Planning, 1992, p. 8). Dominicans made the most significant numerical gain, almost 44,000, whereas Salvadorans had the largest percentage increase, about 280 percent.

The Hispanic peoples not only come from diverse national origins, but also are racially diverse. Close to 42 percent of New York State Hispanics identified themselves as "White" in the 1990 Census. Significantly, over 43 percent of Hispanics do not identify with the standard categories, choosing the "Other Race" category instead. The Bureau of the Census also uses a separate "Hispanic" category which includes Hispanics of any race. Therefore, in statistical data from Census sources, double counting of Hispanics occurs (and will be noted). In other statistical representations, Hispanics are identified or counted only in a single category, "Hispanics."

Other Characteristics

Beyond nationality and race, other characteristics clarify our image of Hispanic New Yorkers. Information related to

New York City Hispanic Population by Origin, 1980 And 1990

Selected Hispanic Groups	1980		1990		Change 1980-1990	
	Number	Percent	Number	Percent	Number	Percent
Puerto Rican	852,833	12.1	896,763	12.2	43,930	5.2
Dominican	125,380	1.8	332,713	4.5	207,333	165.4
Colombian	45,160	0.6	84,454	1.2	39,294	87.0
Ecuadorian	40,320	0.6	78,444	1.1	38,124	94.6
Cuban	63,189	0.9	56,041	0.8	(7,148)	(11.3)
Mexican	23,761	0.3	61,722	0.8	37,961	159.8
Salvadoran	6,300	0.1	23,926	0.3	17,626	279.8
Peruvian	11,640	0.2	23,257	0.3	11,617	99.8
Panamanian	17,700	0.3	22,707	0.3	5,007	28.3
Honduran	14,100	0.2	22,167	0.3	8,067	57.2

Sources: New York City Department of City Planning, ***Demographic Profiles***, 1992, p. 8; and ***Socioeconomic Profiles***, 1993, p. 8.

* The United States total reported by the Bureau of the Census does not include approximately 3.7 million United States citizens residing in the Commonwealth of Puerto Rico. The numbers reported by the Bureau of the Census include Hispanics living in the 52 States while excluding Hispanics living in the United States territories.

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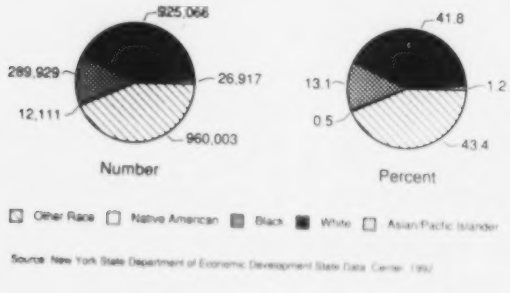
New York State Hispanic by Race, 1990 Census



Source: New York State Department of Economic Development State Data Center, 1992

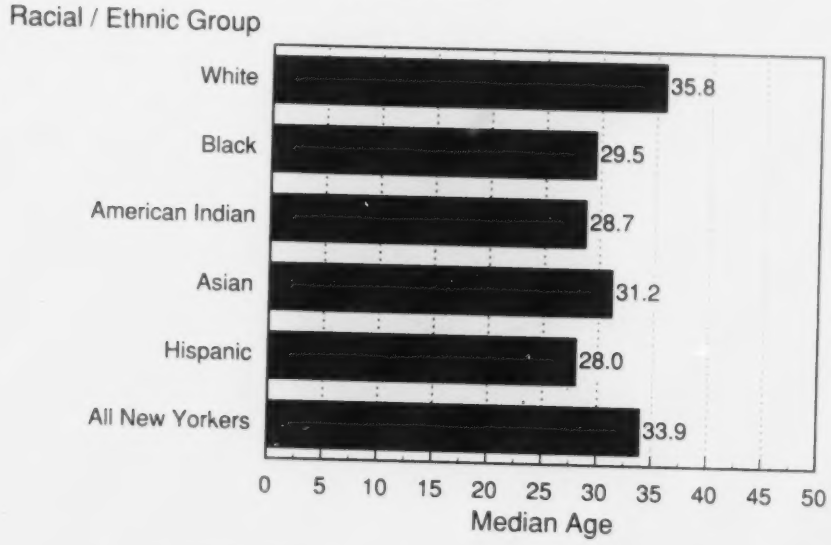
language, age, economic status, and educational attainment is all important to understanding this population and its needs.

Language: In spite of some significant differences, Hispanics share a common language. Many Hispanics live in homes where the spoken language continues to be Spanish. The 1990 Census reports that almost one in four New Yorkers (23 percent) live in homes where English is not spoken. Spanish was the most frequently spoken language in these homes (47 percent). Of the 1.85 million New Yorkers who live in homes where Spanish is spoken, the majority (75 percent) rate their ability to speak English as "very well" or "well." Yet, close to 472,000 Spanish-speaking New Yorkers either don't speak English or do not speak English well.

Age: With a median age of 28, Hispanic New Yorkers tend, as a group, to be younger than other identified minority groups. However, the median age of Hispanics nationally is even younger (26.0 years). A closer look shows that over nine percent of Hispanic New Yorkers are under 5 years of age with an additional 25 percent being 5 to 19 years-old. Adding the 20-24 age bracket (9.7 percent) means that almost 44 percent of Hispanic New Yorkers are under 25.

Economic Status: Data on poverty status, income, and unemployment reveal that many Hispanic New Yorkers fail to have economic security. The number of Hispanics living below the poverty level increased by some 98,000 between 1979 and

Median Age of New York State Population by Racial/Ethnic Group, 1990 Census



Source: New York State Department of Economic Development State Data Center, 1992.

1989. During the same period, the number of Whites living below the poverty level declined by over 50,000. In 1989, 8.7 percent of White[5] New Yorkers were living below the poverty level[6] while, of the minority groups, Hispanics had the highest percent of individuals living in poverty (30.5 percent).

Census data on per capita and mean household income for New Yorkers in 1989 show the disparity in income between White New Yorkers and Hispanics. Hispanics have the lowest per capita income and close to the lowest mean household income. The high poverty levels and low income level for Hispanic New Yorkers could be related to levels of unemployment.

The 1990 Census of Population and Housing reports that Whites represented 34.7 percent of the unemployed in the New York State's civilian labor force, while Hispanics — a far smaller share of the population — accounted for almost 29 percent of the unemployed.[5]

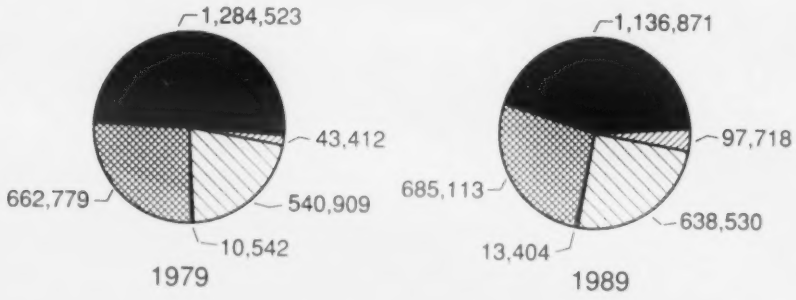
Educational Attainment: Hispanics over 25 years of age have lower levels of education than those of New Yorkers in general. The greatest disparity between Hispanics and the statewide population is evident at the lower educational levels. One in 4 Hispanics has only an elementary school education compared to 1 in 10 individuals over 25 years-old in the general population. Another 24 percent of Hispanics have some high school, but did not earn a diploma. Therefore, 50 percent of the Hispanic population have less than a high school education compared to 25 percent for the general population. At higher educational attainment levels — high school diploma and beyond — gaps also exist, particularly for Bachelor and Graduate/Professional Degree attainment. Hispanics with Bachelor (5.6 percent) and Graduate/Professional Degrees (3.7 percent) are well below the general population shares for Bachelor (13.2 percent) and Graduate/Professional Degrees (9.9 percent).

Hispanic Population by Age, New York State and United States, 1990

YEARS	NEW YORK STATE	UNITED STATES
Under 5	9.3	10.7
5-9	8.4	9.8
10-14	8.1	9.0
15-19	8.3	9.2
20-24	9.7	10.3
25-29	10.3	10.5
30-34	9.4	9.2
35-39	7.9	7.4
40-44	6.7	5.7
45-49	5.3	4.3
50-54	4.3	3.4
55-59	3.6	2.9
60-64	2.9	2.5
65-69	2.2	2.0
70-74	1.5	1.3
75-79	1.1	1.0
80-84	0.6	0.6
85+	0.5	0.4
Total	100.0	100.0

Sources: U.S. Bureau of the Census, Current Population Reports, P23-183, *Hispanic Americans Today,* 1993; and New York State Department of Economic Development State Data Center, 1992.

Individuals Living Below Poverty Level by Racial/Ethnic Group New York State, 1979 and 1989

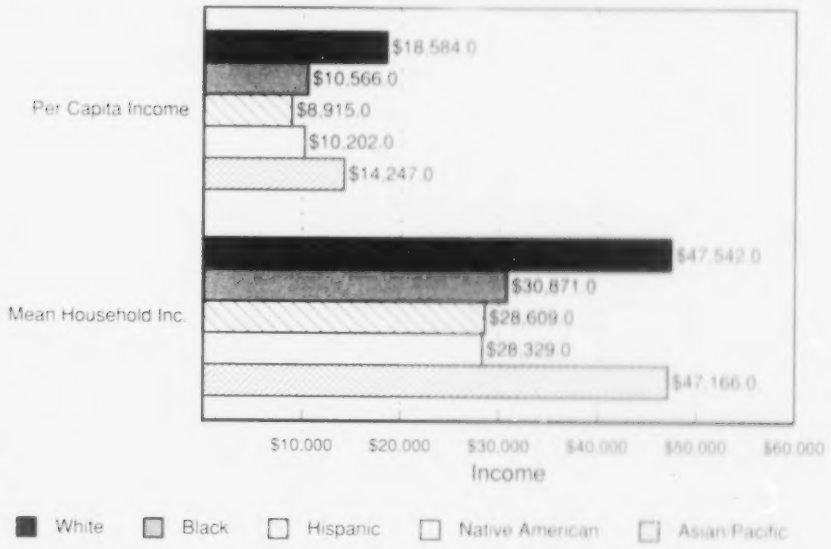


[5] Includes Hispanics identifying themselves as White.

[6] The poverty index is based only on money income. In 1989, the established poverty thresholds by size of unit were: 1 person ($6,311); 2 person household under age 65 ($8,343); 3 persons ($9,885); and 4 persons ($12,675). The greatest size unit for which the poverty index is defined is 9 or more persons ($25,480).

[7] From data for the unemployed with no recent civilian work experience provided by New York State Department of Economic Development. State Data Center, ***Census of Population and Housing 1990: Equal Employment Opportunity (EEO) File — New York State,*** December 1992.

Per Capita Income and Mean Household Income in 1989 by Racial/Ethnic Group, New York State, 1990



Source: New York State Department of Economic Development State Data Center, 1992

Educational Attainment for Hispanic and State Population Over 25 Years Old, 1990 Census

Educational Attainment	Hispanic Population*		Total State Population	
	Number	Percent	Number	Percent
Elementary (0-8 years)	313,968	25.8	1,200,827	10.2
High School (1-4 years), No Diploma	289,309	23.8	1,776,777	15.0
High School Diploma	285,552	23.5	3,485,686	29.5
Some College, No Degree	161,596	13.3	1,851,182	15.7
Associate Degree	53,348	4.4	770,268	6.5
Bachelor Degree	68,196	5.6	1,561,719	13.2
Graduate/Professional Degree	44,686	3.7	1,172,110	9.9
Total	1,216,655	100.0	11,818,569	100.0

* Includes Hispanics of all races.

Source: New York State Department of Economic Development State Data Center, 1992

THE CONDITION OF K-12 EDUCATION FOR HISPANIC STUDENTS

Hispanic Youth

Many of New York State's public schools educate increasing numbers of Hispanic students. Economic hardships place many Hispanic students educationally at-risk. Without a sound education, Hispanics are denied the means to escape poverty and unemployment. The lower educational attainment of New York Hispanics points to the importance of reviewing the current state of the Hispanic educational experience. The large number of Hispanic New Yorkers without the basic credential of a high school diploma is a cause for alarm in a society where increased work force skills are essential.

The large portion of Hispanic youth who are of school age — close to 25 percent were 5- to 19- year- olds according to the 1990 Census — gives the schools the opportunity to be the vehicle for substantial change. Key to improving the economic status for Hispanic New Yorkers is developing an understanding of their situation as students in our elementary, middle, and secondary classrooms.

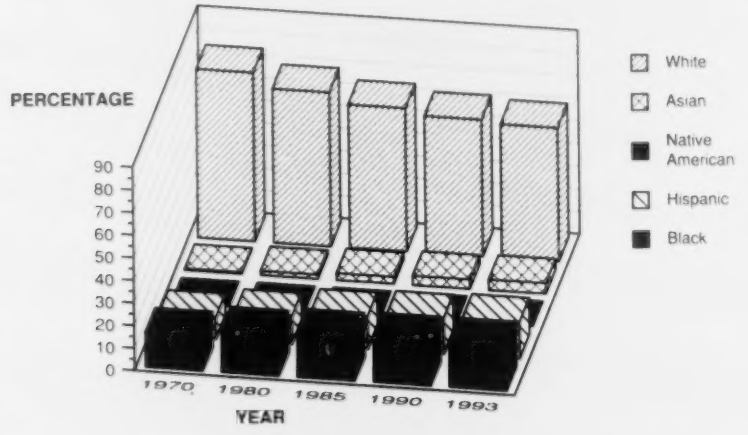
Student Enrollment Characteristics

Hispanic students have continually increased their share of the State's public school population, rising from nine percent in 1970 to 16 percent in 1993. In 1992-93, just under 426,800 Hispanic students were enrolled in the State's public schools. Another 54,915 Hispanic students attended nonpublic schools — representing 11.7 percent of the State's total nonpublic student enrollment. The greatest number of Hispanic nonpublic school students attended Roman Catholic schools where they exceed 17 percent of the statewide student enrollment.

Looking beyond the overall enrollment numbers for 1992-93 to more detailed enrollment information provides a clearer indicator of the condition of Hispanic K-12 education revealing that:

- Higher concentrations of Hispanic students are found in the larger cities, particularly New York City and Yonkers (Table 1).
- While Rochester's Hispanic student level is roughly equal to the statewide level, Hispanic students' representation is 9 percent in Buffalo and much lower (3.5 percent) in Syracuse (Table 1).
- Outside the Big Five cities (Buffalo, New York, Rochester, Syracuse, and Yonkers), Hispanic students are a small portion (4 percent) of the public school students (Table 1).

Statewide Public School Enrollment by Percentage of Racial/Ethnic Group
New York State, Fall 1970 to Fall 1993



Source: New York State Education Department, 1994.

- Hispanic kindergarten enrollment and share of total K-12 enrollment are both 16 percent (Table 2).
- Hispanic students are overrepresented (above their share of the school population) in ungraded special education classes at both the elementary and secondary grade levels, secondary occupational education classes, and recipients of High School Equivalency Diplomas (Table 2).
- Hispanic students are underrepresented (less than their share of the school population) as high school graduates (Table 2).
- Almost 50 percent of Hispanic students attend schools that are highly segregated (over 50 percent Hispanic in student composition) (Table 3).

Educational Achievement

The achievement of Hispanic students often lags because of the barriers of poverty and, for some students, the added burden of limited English proficiency. Few Hispanic students have teachers with adequate understanding of their culture.

Hispanic students are disproportionately more likely to receive compensatory education. Although some 16 percent of the public school enrollment and under 12 percent of nonpublic school enrollment are Hispanics, over 32 percent of students in each sector receiving Chapter 1 services are Hispanic.

New York State has an extensive statewide testing program for elementary and secondary students in both public and nonpublic schools. However, testing outcomes are not calculated by specific racial/ethnic group. Rather, results are reported by measures of "minority composition" or "poverty composition" levels of the schools. Neither of these schemes provides data related to Hispanic students' achievement in New York.

Two national studies provide some insight into Hispanic achievement. Both the National Assessment of Educational Progress (NAEP) and the National Education Longitudinal Study of 1988 (NELS 88) and the 1990 NELS Follow-Up Survey are based on national samples of students. In 1992, NAEP had Trial State Assessments for 4th- graders (mathematics and reading) and 8th- graders (mathematics). NELS tested 8th-graders and the same students two years later as 10th- graders using a test that included mathematics, reading, science, and history components. Reviewing NAEP and NELS results (Tables 4 through 8) reveals two types of findings: how Hispanic students compare to other New York racial/ethnic groups and how New York's Hispanic students compare to Hispanic students nationally. The findings show that in all cases Other Minority and White students' performance for New York and United States was above those of Hispanic New Yorkers. Hispanic student performance is generally close to or better than New York Black student performance in mathematics (both NELS and NAEP), reading (except Grade 4 NAEP), and history and science. The best performance for Hispanics at the advanced level/top quarter results is limited to Grade 8 reading proficiency (Table 6); and Grade 10 reading (Table 8). However, the findings show that with one exception, too many Hispanic students are found at the below basic/bottom quarter levels:

- Grade 4 mathematics: 65 percent (Table 5);
- Grade 8 mathematics proficiency: 23 percent (Table 6);
- Grade 8 mathematics: 38.9 percent (Table 7);
- Grade 10 mathematics: 32.5 percent (Table 8);
- Grade 4 reading: 70 percent (Table 4);
- Grade 8 reading proficiency: 17.8 percent (Table 6);
- Grade 8 reading: 37.8 percent (Table 7);
- Grade 10 reading: 26.9 percent (Table 8);
- Grade 8 history: 39.9 percent (Table 7);
- Grade 10 history: 33.4 percent (Table 8);
- Grade 8 science: 37.5 percent (Table 7); and
- Grade 10 science: 34.6 percent (Table 8).

New York Hispanic student results were close to, or exceeded, the performance of Hispanic students nationally. New York Hispanics were relatively more successful in grade 8 reading proficiency (Table 6) and most 10th grade subjects, particularly reading (Table 8). The condition of Hispanic achievement for New York and the Nation requires focused efforts to improve the educational outcomes at the K-12 level.

Chapter 1 Compensatory Education Participation by Racial/Ethnic Group, New York State, FY 1993

School Sector	White		Black		Hispanic		Other Minorities	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
Public	126,424	30.6	132,328	32.0	135,663	32.8	19,272	4.6
Non-public	9,233	34.5	7,982	29.9	8,620	32.2	897	3.4
Total State	135,657	30.8	140,310	31.9	144,283	32.7	20,169	4.6

Source: New York State Education Department, February 1994.

Other Indicators: Dropouts and Diplomas

The lower levels of educational attainment found for Hispanics over age 25 are the result of a failure to earn a high school diploma. As a practice, the New York State Education Department generally reports statistics on dropouts by minority group composition of the school rather than by racial/ethnic group. However, estimates of the status of Hispanic dropouts for 1980 and 1990 (Table 9) show that Hispanic failure to complete high school is a continuing problem for Hispanic students. Schools were able to hold greater percentages of Black students during the 1980s — ninth-graders remaining to graduate increased from less than 32 percent to 45 percent. There were no gains for Hispanics; there actually was a slight decline. The New York City Board of Education data for 1991 confirm that City Hispanics represent the largest group of dropouts. While other racial/ethnic groups have percentages of dropouts close to or below their enrollment levels, New York City Hispanic dropout levels far exceed their enrollment share. Graduation shares for New York City students show that the Hispanic (and Black) graduation level is well below their enrollment share.

Statewide graduation data for June 1992 show other differences (Table 10). For those who do graduate, the majority of Hispanic students (84 percent) receive a Local Diploma rather than the Regents Diploma (less than 12 percent). Other Minority and White graduates have significantly higher percentages of Regents Diploma graduates. Hispanics also had a larger percent of graduates earning Individualized Education Plan (IEP) diplomas (for special education students) than Other Minorities or Whites. Hispanic IEP shares were slightly below the level for Blacks. For students who have left the regular school program, other options are available. As previously noted, Hispanics earned over one-quarter of the high school equivalency diplomas in 1993 (Table 2).

New York City High School Outcomes
by Racial/Ethnic Group 1991

Race/Ethnicity	Enrolled	Dropped Out	Graduated
Whites	13.8	13.7	28.9
American Indians	0.4	0.1	0.5
Asians	8.5	6.1	15.4
Blacks	43.4	38.5	32.7
Latinos	33.9	41.6	22.5

Source: Angelo Falcón, Puerto Ricans and Other Latinos in New York City Today, 1992.

Public School Staffing

Many Hispanic students are not receiving the encouragement and support that are necessary to achieve academically. One important school-related factor may be the underrepresentation of Hispanic teachers in the schools. Slight increases in the number of Hispanic classroom teachers have occurred over the period 1988-89 to 1992-93 (Table 11). Statewide the increase was 3.5 percent to 4.4 percent. New York City's increase of 2.2 percent was the largest gain for this period. Changes of less than one percent occurred in Buffalo, Syracuse, and the rest of the State. The gaps are evident when Hispanic student population and Hispanic teacher shares are examined. New York City's Hispanic student population (36 percent) is taught by a teaching force that is 11 percent Hispanic.

Underrepresentation of Hispanic teachers in the schools has resulted from a diversity of factors. Such factors include bias and racism, a high Hispanic dropout rate in public schools, the impact of escalating costs for attending postsecondary institutions, and the relatively small number of Hispanics completing a postsecondary degree. Additionally, some successful teachers, including Hispanic teachers, are leaving the teaching profession to seek opportunities in professions offering a comparatively higher income and better professional development opportunities.

THE CONDITION OF POSTSECONDARY EDUCATION FOR HISPANICS

Beyond High School

Education traditionally serves as the route taken by the disadvantaged to participate productively in the work force and, consequently, the social and economic advantages that education brought and bought. Today education continues to be the main path to gain such access. A 1992 U.S. Bureau of the Census report, ***What's It Worth?***, documents the direct relationship that the higher the educational attainment, the higher the earnings. Statistics reveal that a larger percentage of the Other Minority category and Whites has been successful in gaining the credentials necessary for career success.

Beyond high school, the options are: college or noncollege experiences. For New York's 1992 high school graduates (8.6 percent were Hispanics), the majority of students from all racial/ethnic groups headed for college including Hispanics (78 percent) (Table 12). Of all groups, Hispanic graduates were least likely to attend out-of-state colleges. Hispanic students chose employment or military service at about the same levels found for White and Black graduates.

Enrollment and Degree Conferral

Hispanics increased their presence on college campuses between 1980 and 1990 (Table 13). Enrollment shares at community colleges, and four-year and graduate level programs increased modestly. Community colleges showed the greatest enrollment increase (+2.8 percent). Associate Degrees earned rose by only 0.2 percent. Bachelor degrees earned by Hispanics increased by just over one percent while enrollment rose by 2.5 percent. There was just a slight growth in graduate enrollment for Hispanics accompanied by no real gain in master's degrees earned. Similar findings on degree conferral are found for the period 1982-83 and 1991-92 (Table 14). Slight gains for associate, bachelor and doctoral degrees; but no gain at the master's level. The findings show one encouraging change. Hispanics' share of first professional degrees did increase from 1.9 percent to 4.6 percent.

Differences are also evident when specific subject areas are reviewed for racial/ethnic distribution of degrees awarded. Hispanic representation for degrees beyond the associate degree level in areas such as Engineering, Mathematics and Physical Science was weak (Table 15). The highest percentage of Hispanic degree recipients was at the associate degree level for Business, Computer and Information Science, and Education and, for the bachelor's in Computer and Information Science. Findings show the highest Hispanic shares for the first professional degrees in the areas of Dentistry, Osteopathic Medicine and Veterinary Medicine (Table 16).

Degrees Earned by Hispanic and White Groups by Level and Gender, New York State, 1991-92

Degree Level	Hispanic			White		
	Male	Female	Number	Male	Female	Number
Associate	32.4	67.6	3,600	40.8	59.2	38,556
Bachelor	39.1	60.9	4,783	45.6	54.4	71,927
Master	37.6	62.4	1,456	38.6	61.4	28,987
Doctoral	52.7	47.3	91	51.5	48.5	2,299
First Professional	48.7	51.3	343	59.0	41.0	6,133
Total	37.0	63.0	10,273	43.6	56.4	147,902

Source: New York State Education Department, ***College and University Racial/Ethnic Distribution of Degrees Conferred, New York State, 1991-92***, 1993.

Gender and Degree Conferral

Another factor should be noted when examining degree conferral. Gender is often raised by postsecondary researchers/policymakers as an issue for minority students since females represent a significantly higher share of the total degrees earned. Hispanic females significantly outearn Hispanic males for associate, bachelor, and master's degrees. While Hispanic males do earn a larger share of doctoral degrees, Hispanic females earn a greater share of first professional degrees. White females also earn more degrees than White males except doctoral and first professional. However, the gap in degrees earned between male and female is greater for Hispanics. When compared to the degrees earned by White female degree earners, Hispanic women earn a greater share for all degrees except the doctoral degree where the Hispanic share is close to the White female share.

Improving Degree Completion

The successes of Hispanic college graduates must be placed in the perspective of the demographics of New York. Hispanics represent 16 percent of the K-12 school population and 16.7

percent of the State's 18-24 year old population. Underrepresentation as high school graduates and in college programs has far-reaching impact in an economic climate/technology-based society that requires more education for workers.

Many Hispanic college students are often considered to be at-risk because of socioeconomic factors previously outlined. Two issues could influence the ability of Hispanic students to persist in their college studies to graduation, and higher degrees. Compensatory programs and faculty role-models are as important for college students as they are for the Hispanic K-12 students.

Compensatory Student Programs: College programs are available to assist students with additional services aimed at improving the completion rates of those who are economically or educationally disadvantaged. Independent (private) colleges administer the Higher Education Opportunity Program (HEOP), and the Educational Opportunity Program (EOP) program operates at State University of New York campuses. Such compensatory programs are needed to improve skills through a variety of support programs including summer remediation, tutoring and counseling services. Higher levels of Hispanic students (32.7 percent) participate in the HEOP programs at the independent colleges than in SUNY's EOP programs (17.9 percent). These HEOP students represented 17.5 percent of the almost 13,900 Hispanics enrolled at the independent colleges for 1992-93. Hispanic EOP participants are 29.5 percent of 8,750 full-time undergraduate Hispanic enrollees for Fall 1991. For the years noted, Hispanic females represent 57 percent of HEOP students and 55 percent of EOP students.

Participation in Postsecondary Compensatory Programs by Racial/Ethnic Group

Race/Ethnicity	1992-93 HEOP		1991-92 EOP	
	No.	Percent	No.	Percent
White	1,313	17.6	5,269	35.1
Black	2,876	38.6	5,656	37.7
Hispanic	2,438	32.7	2,686	17.9
Other Minorities	819	11.0	1,383	9.2
Total	7,446	100.0	14,994	100.0

Sources: New York State Education Department. ***Higher Education Opportunity Program Annual Report, 1992-93***. November 1993; and ***Annual Report for 1991-92 Educational Opportunity Program of the State University of New York (1992-93)***. November 1993.

Staffing: Data for 1991-92 show that Hispanics on campus lack the role models and advocates that might encourage an environment conducive to persisting with their studies, overcoming barriers to graduation, and coming to understand the value of advanced degrees. Over 87 percent of the instructional faculty at higher education institutions are White (Table 17). With just 2.5 percent of the instructional faculty, Hispanics have the lowest representation of all racial/ethnic groups. Hispanic instructional staff is predominantly male (60 percent) although Hispanic females (40 percent) maintain a larger share of the positions than White females (32 percent). Outside the lecture halls and classrooms, there is also low representation for Hispanics for jobs in the executive/administration/managerial areas or as other professional positions. Hispanic staff on college campuses have the strongest representation in nonprofessional/support positions.

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THE CONDITION OF EMPLOYMENT FOR HISPANIC NEW YORKERS

Employment By Occupational Categories

Educational attainment affects the prospects for employment. When employed, what types of jobs do Hispanic New Yorkers hold? Population census data (1990) provide the following picture of New York's diverse work force, with specific attention given to three types of occupational categories. When compared to their participation in the work force ("All Occupation"), Hispanics are:

- ❑ underrepresented in both the Executive, Administrative, and Managers category and the Professional Specialty Occupations; and
- ❑ represented in the Administrative Support Occupations category at a level equal to their work force participation level.

Persons in Selected Occupational Categories by Racial/Ethnic Group, New York State, 1990

Racial/Ethnic Groups	All Occupations	Executive, Administrative, & Managers	Professional Specialty Occupations	Administrative Support Occupations
Total No.	8,989,621	1,146,629	1,432,507	1,635,627
White	71.8%	81.0%	80.6%	69.0%
Black	13.4	8.7	9.8	17.7
Hispanic*	10.4	6.0	4.7	10.0
Other Minorities**	4.3	4.3	5.9	3.4

* Includes Hispanics of all races.

**Includes American Indians/Alaskan Natives; Asian/Pacific Islanders; and Other Minorities.

Source: U.S. Department of Commerce: Bureau of the Census Equal Employment Opportunity (EEO) File — New York, August 1992.

The gap in educational attainment is one of the factors that determines the relatively lower type of job held by many Hispanic workers. Additional population census occupational data identify the following types of employment with significant Hispanic participation:

- ❑ Private Household Occupations (28.2 percent) with such jobs as cooks, housekeepers, and private child care workers;
- ❑ Service Occupations (16.7 percent) with such jobs as waiters, kitchen workers, cleaners, and child care workers; and
- ❑ Machinery Operators, Assemblers (21.4 percent) with factory-type jobs.

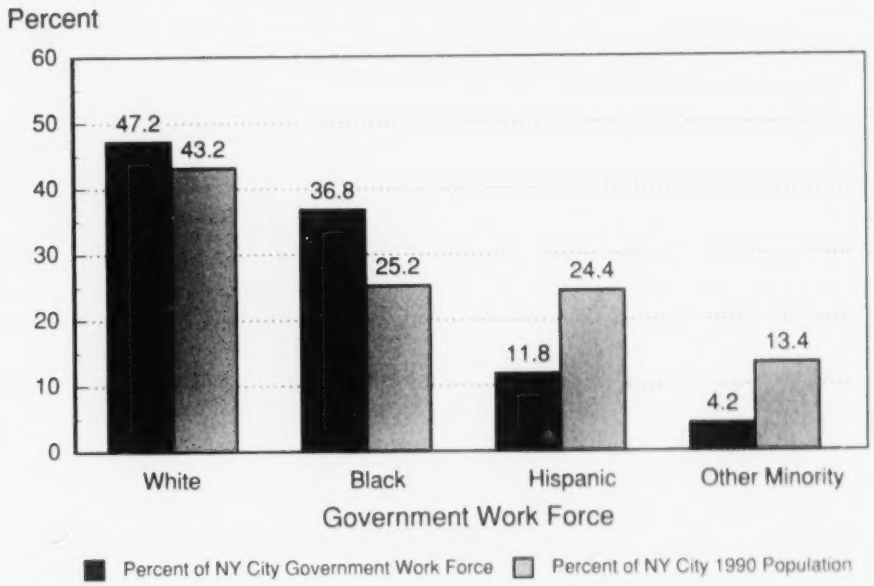
Other Employment Areas

The New York State of the 1990s — and the fast approaching 21st Century — needs a wide variety of workers to strengthen the economy of the State. The Hispanic population has been overrepresented in the unskilled areas of employment and underrepresented in areas requiring credentials. Information on Hispanic employment in the professions, governmental service and the State Education Department confirms this pattern.

The Professions: The 1990 Census provides another look at the status of Hispanics in 14 of the professions that the Board of Regents oversees (Table 18). The pattern of underrepresentation for Hispanics is evident in all 14 professions. Hispanic representation was strongest for Social Workers (9.7 percent).

Governmental Service: Federal civilian, state, and local agencies' data provide evidence of the huge underrepresentation of Hispanics in public employment for the Nation (Table 19). Census data place the New York Hispanic share of administrators in public administration (all levels of government) at just over 5 percent (Table 20). Work force statistics for New York State agencies are available from the Department of Civil Service's ***Work Force Profile: New York State, 1992***. As of January 1992, Hispanics were 3.7 percent of the State government work force and 2.1 percent of officials/administrators (Table 1, p. 52). The State Education Department's work force data also show a very low Hispanic presence — 2.7 percent of the agency's total employees and with very little gains made between 1986 and 1993 (Table 21). New York City — with a high Hispanic population — provides evidence of the situation in the area of local governments. New York City government work force data show that based on the City's 1990 population, Hispanics are underrepresented and Blacks are overrepresented.

Government Work Force by Racial/Ethnic Group
New York City, February 1992



Source: New York State Department of Economic Development State Data Center, 1992.

CONCLUSION

The increasing number of Hispanics in New York is swelling the populations of our largest urban centers. The growth has come mainly from Other Hispanic groups. Hispanic New Yorkers tend, as a group, to be younger than the general population, and many Hispanics are from homes where Spanish is still the main language. As a group, Hispanic New Yorkers are poorer than other minorities. A key to the status of New York Hispanics is low educational attainment — nearly one-half of those over age 25 lack a high school diploma compared to 25 percent of all New Yorkers.

Based on national studies, the student achievement for Hispanic students shows too few students achieving top level performance and too many students with below basic level skills. Hispanic students as a group do not match the performance of Other Minority and White groups. When compared to the performance of United States Hispanics, New York Hispanic students — with few exceptions — performed the same or, in some cases, better than the United States Hispanic level. The problem of dropouts is paramount for Hispanics. Improvement in keeping students to graduate between 1980 and 1990 was slight. The State Education Department estimates that 39.5 percent of Hispanics in the Class of 1990 stayed to graduate compared to 79.4 percent for Whites. The New York City Board of Education places the City Hispanic dropout level for 1991 at almost 42 percent. However calculated, the result is creating critical problems for the Hispanic population and the strength of New York's work force. Reviews of postsecondary data show that Hispanic enrollment increases, but without comparable gains in degrees earned. Hispanics are underrepresented in many subject areas and professions. Hispanic women earn more degrees than Hispanic males except at the doctoral level. Compensatory programs and more role models are important to improving the conditions of education for Hispanic students in New York's schools and colleges.

The educational attainment issue is reflected in census data showing that Hispanics make up a large share of the jobs requiring less skills and education, leading to overrepresentation in household staff, service, and factory jobs. The pattern of underrepresentation found in the professions is also seen in the public sector positions in Federal, State and local government employment.

As a growing population group, Hispanics are a critical resource for the future of the State of New York. Recognizing the inequity in representation is an important first step to initiating change. Education remains the route to improving the daily conditions for New York's Hispanics and in preparing for the future needs of New York's work force.

TABLE 1

PERCENT DISTRIBUTION OF PUBLIC SCHOOL STUDENTS BY RACIAL/ETHNIC ORIGIN AND LOCATION NEW YORK STATE 1988-89 AND 1992-93

Location	1988-89		1992-93	
	Hispanic[1]	White	Hispanic[1]	White
"Big Five" Cities				
Buffalo	7.3	41.7	9.2	38.3
New York	34.3	19.8	35.7	18.0
Rochester	13.7	29.3	16.2	24.8
Syracuse	2.8	59.2	3.5	56.0
Yonkers	28.5	41.3	36.7	31.1
Total "Big Five"	31.8	22.2	33.3	20.2
Rest of State	3.0	88.3	4.0	86.3
TOTAL STATE	14.7	61.4	16.1	59.0

1 "Hispanic" includes Mexican, Central American, South American, Cuban, Puerto Rican, Latin American, and other Spanish-speaking origin.

Source: NYS Education Department, ***Racial/Ethnic Distribution of Public School Students and Staff***, p. 3.

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TABLE 2

COMPREHENSIVE OVERVIEW OF THE NEW YORK STATE EDUCATION SYSTEM BY RACE/ETHNICITY, NUMBER, AND PERCENTAGE

Category	Hispanic		Black		Other Minority		White		Total
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	
Enrollment in Public School Kindergarten-Fall 1992	33,175	16.5	35,649	17.7	9,721	4.8	123,042	61.0	201,587
Public School Enrollment Fall 1992-1993	426,797	16.1	529,441	19.9	132,162	5.0	1,570,772	59.0	2,659,172
Enrollment in Public Elementary Ungraded Special Education Fall 1992	14,107	20.9	21,581	32.0	1,234	1.9	30,437	45.2	67,359
Enrollment in Public Secondary Ungraded Special Education Fall 1992	19,622	25.9	27,955	36.9		1.9	26,728	35.3	75,688
Public Secondary Occupational Education 1992-93	57,547	18.0	86,320	27.0	19,182	6.0	156,656	49.0	319,705
Public High School Graduates June 1992	11,593	8.6	18,939	14.1	7,957	5.9	96,084	71.4	134,573
High School Equivalency Diploma 1993	5,353	25.8	5595	27.0	617	3.0	9,156	44.1	20,746*
Public School Classroom Teachers Fall 1992	8,366	4.4	15,396	8.1	2,013	1.0	164,450	86.5	190,225
Public School Professional Staff Fall 1992	10,419	4.6	19,316	8.5	2,600	1.1	195,025	85.8	227,360

Source: New York State Education Department, 1994.

* Excludes "Not Available" category.

TABLE 3

NUMBER OF SCHOOLS AND NUMBER AND PERCENT OF HISPANIC[1] STUDENTS IN SCHOOLS OF DIFFERING RACIAL COMPOSITION

NEW YORK STATE

1992-93

Racial Composition of Schools (Percent Hispanic)	Number of Schools	Number of Hispanic Students	Percent of Hispanic Students in State
None	492	0	0.0
0.1 - 9.9%	2,300	40,596	9.5
10.0 - 19.9	375	41,118	9.7
20.0 - 29.9	225	42,400	10.0
30.0 - 39.9	152	44,801	10.5
40.0 - 49.9	122	49,763	11.7
50.0 - 59.9	93	52,128	12.3
60.0 - 69.9	86	58,042	13.6
70.0 - 79.9	80	52,336	12.3
80.0 - 89.9	35	26,460	6.2
90.0 - 99.9	16	18,063	4.2
100.0	0	0	0.0
Total State	3,976	425,707	100.0%

[1] "Hispanic" includes Mexican, Central American, South American, Cuban, Puetto Rican, Latin American, and other Spanish-speaking origin.
Source: NYS Education Department, ***Racial/Ethnic Distribution of Public School Students and Staff***, p. 6.

TABLE 4

NAEP READING TRIAL STATE ASSESSMENT RESULTS BY RACIAL/ETHNIC GROUP GRADE 4, NEW YORK STATE AND UNITED STATES 1992

Achievement Levels	Percentage of Students			
GRADE 4	WHITE	BLACK	HISPANIC	ASIAN
AT/ ABOVE ADVANCED LEVEL				
New York	5 (0.9)	1 (1.1)	0 (0.4)	! 6 (3.4)
United States	5 (0.8)	0 (0.2)	1 (0.6)	2 (1.7)
AT/ABOVE PROFICIENT LEVEL				
New York	32 (1.5)	10 (2.2)	7 (1.7)	! 31 (6.3)
United States	30 (1.8)	7 (1.4)	12 (1.8)	20 (5.2)
AT/ABOVE BASIC LEVEL				
New York	71 (1.6)	40 (2.9)	30 (3.1)	! 66 (7.1)
United States	66 (1.5)	30 (2.0)	39 (2.1)	55 (6.5)
BELOW BASIC LEVEL				
New York	29 (1.6)	60 (2.9)	70 (3.1)	! 34 (7.1)
United States	34 (1.5)	70 (2.0)	61 (2.1)	45 (6.5)

Source: National Center for Education Statistics, ***NAEP 1992 Reading State Report for New York***, 1993, pp. 46-47.
Note: The standard errors are presented in parentheses. With about a 95 percent confidence, the average proficiency for each population of interest is within +/- two standard errors of the estimated mean. Statistical tests comparing the two estimates must be conducted that use the standard error of the difference.
! = Interpret with caution—the nature of the sample does not allow accurate determination of the variability of this statistic.

TABLE 5

NAEP MATHEMATICS TRIAL STATE ASSESSMENT RESULTS BY RACIAL/ETHNIC GROUP GRADES 4 AND 8, NEW YORK STATE AND UNITED STATES

1992

Achievement Levels	Percentage of Students			
	WHITE	BLACK	HISPANIC	ASIAN
GRADE 4				
AT/ABOVE ADVANCED LEVEL				
New York	3 (0.5)	0 (0.1)	0 (0.1)	10 (4.4)
United States	3 (0.4)	0 (0.1)	0 (0.3)	5 (2.3)
AT/ABOVE PROFICIENT LEVEL				
New York	24 (1.9)	4 (1.2)	5 (1.2)	37 (6.6)
United States	23 (1.5)	2 (0.7)	5 (1.0)	30 (5.0)
AT/ABOVE BASIC LEVEL				
New York	73 (2.1)	33 (4.2)	35 (2.8)	74 (5.2)
United States	71 (1.4)	24 (1.9)	35 (2.3)	77 (3.5)
BELOW BASIC LEVEL				
New York	27 (2.1)	67 (4.2)	65 (2.8)	26 (5.2)
United States	29 (1.4)	76 (1.9)	65 (2.3)	23 (3.5)
GRADE 8				
AT/ABOVE ADVANCED LEVEL				
New York	5 (0.7)	0 (0.6)	1 (0.6)	12 (4.0)
United States	4 (0.6)	0 (0.4)	1 (0.3)	14 (5.1)
AT/ABOVE PROFICIENCY LEVEL				
New York	32 (2.0)	4 (1.6)	8 (2.1)	36 (7.3)
United States	30 (1.4)	3 (0.8)	7 (0.9)	42 (8.6)
AT/ABOVE BASIC LEVEL				
New York	78 (1.4)	25 (5.2)	38 (4.9)	74 (7.5)
United States	73 (1.4)	26 (2.2)	37 (2.1)	78 (4.8)
BELOW BASIC LEVEL				
New York	22 (1.4)	75 (5.2)	62 (4.9)	26 (7.5)
United States	27 (1.4)	74 (2.2)	63 (2.1)	22 (4.8)

Source: National Center for Education Statistics, ***NAEP 1992 Mathematics State Report for New York***, pp. 51-52.

Note: The standard errors of the statistics appear in parentheses. It can be said with about 95 percent confidence that, for each population of interest, the value for the entire population is within +/- two standard errors of the estimate for the sample. In comparing two estimates, one must use the standard error of the difference.

TABLE 6

EIGHTH GRADE MATHEMATICS AND READING PROFICIENCY LEVELS BY RACIAL/ETHNIC GROUP, NEW YORK STATE AND UNITED STATES

NELS 88*

Subject and Proficiency Level	Percentage of Students by Race/Ethnicity				
	WHITE	BLACK	HISPANIC	OTHER MINORITIES	TOTAL
GRADE 8 MATHEMATICS					
ADVANCED LEVEL					
New York	28.2	7.2	9.1	31.2	22.9
United States	22.5	5.3	8.6	27.3	18.9
BELOW BASIC LEVEL					
New York	13.5	23.5	23.0	13.6	16.3
United States	15.4	28.9	27.6	17.7	18.8
GRADE 8 READING ADVANCED LEVEL					
New York	41.3	23.8	28.5	34.2	36.8
United States	38.9	18.5	20.6	32.6	34.0
BELOW BASIC LEVEL					
New York	10.5	15.4	17.8	14.2	12.6
United States	10.4	23.4	21.0	18.1	13.7

* National Education Longitudinal Study of 1988

Advanced Proficiency in Mathematics incorporates the ability to successfully master simple problem solving tasks. Solutions may involve some experiences with geometry, algebra or a logical process.

Basic Proficiency in Mathematics is defined as the ability to successfully carry out simple arithmetical operations in whole numbers.

Advanced Proficiency in Reading implies the ability to make inferences beyond the author's main thought (or the reproduction of detail and/or to understand an evaluate relatively abstract concepts.)

Basic Proficiency in Reading is defined by competence in simple reading comprehension including reproduction of detail and/or the author's main thought.

Data Limitations: The NELS 88 sample excluded those students who did not have English as a mother tongue and who had insufficient command of English to complete the questionnaire and test.

Source: New York State Education Department, ***Characteristics of New York State's Eighth Grade Students***, 1991.

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TABLE 7

EIGHTH GRADE SCORES BY RACIAL/ETHNIC GROUP NEW YORK STATE AND UNITED STATES

NELS 88*

Subject and Result Level	Percentage of Students by Race/Ethnicity				
	WHITE	BLACK	HISPANIC	OTHER MINORITIES	TOTAL
GRADE 8 MATHEMATICS					
TOP QUARTER LEVEL					
New York	30.9	7.3	11.1	31.9	25.6
United States	30.6	7.2	10.8	31.7	25.4
BOTTOM QUARTER LEVEL					
New York	18.1	48.3	38.9	25.1	24.9
United States	18.3	48.9	39.1	25.4	25.1
GRADE 8 READING					
TOP QUARTER LEVEL					
New York	30.6	9.1	11.7	24.1	25.3
United States	30.4	9.0	11.3	23.8	25.1
BOTTOM QUARTER LEVEL					
New York	19.7	44.4	37.8	28.3	25.5
United States	19.9	44.9	38.0	28.7	25.8
GRADE 8 HISTORY					
TOP QUARTER LEVEL					
New York	29.6	9.1	13.9	26.4	25.0
United States	29.3	8.8	13.4	26.0	24.7
BOTTOM QUARTER LEVEL					
New York	19.3	41.4	39.9	26.6	24.9
United States	19.6	41.8	40.2	26.7	25.2
GRADE 8 SCIENCE					
TOP QUARTER LEVEL					
New York	29.7	6.2	11.1	25.4	24.4
United States	29.7	6.3	11.0	25.1	24.3
BOTTOM QUARTER LEVEL					
New York	19.0	46.9	37.5	27.8	25.3
United States	19.2	47.7	37.7	28.2	25.5

* National Education Longitudinal Study of 1988

Source: New York State Education Department, 1994.

TABLE 8

TENTH GRADE SCORES BY RACIAL/ETHNIC GROUP
NEW YORK STATE AND UNITED STATES

NELS 88* FOLLOW-UP STUDY, 1990

Subject and Result Level	Percentage of Students by Race/Ethnicity				
	WHITE	BLACK	HISPANIC	OTHER MINORITIES	TOTAL
GRADE 10 MATHEMATICS					
TOP QUARTER LEVEL					
New York	40.1	5.7	17.8	47.0	31.0
United States	30.9	7.8	12.0	31.0	26.1
BOTTOM QUARTER LEVEL					
New York	12.1	40.0	32.5	14.3	19.8
United States	17.8	43.9	36.7	23.2	22.6
GRADE 10 READING					
TOP QUARTER LEVEL					
New York	36.1	13.0	23.7	34.1	29.8
United States	30.6	11.0	11.5	23.1	26.0
BOTTOM QUARTER LEVEL					
New York	14.2	28.5	26.9	22.2	18.7
United States	19.0	39.9	33.5	29.7	23.1
GRADE 10 HISTORY					
TOP QUARTER LEVEL					
New York	37.4	6.9	14.9	40.0	28.9
United States	30.9	9.4	11.2	25.4	26.2
BOTTOM QUARTER LEVEL					
New York	13.0	35.2	33.4	19.4	19.8
United States	18.6	38.8	38.2	30.6	23.0
GRADE 10 SCIENCE					
TOP QUARTER LEVEL					
New York	39.6	4.7	8.5	32.3	29.2
United States	31.2	6.5	10.0	26.3	25.8
BOTTOM QUARTER LEVEL					
New York	12.0	43.2	34.6	11.7	20.1
United States	17.0	49.7	39.0	26.3	23.1

* National Education Longitudinal Study of 1988

Source: New York State Education Department, 1994

TABLE 9

ALL HIGH SCHOOL GRADUATES BY RACIAL/ETHNIC GROUP (ESTIMATED) INCLUDING PERCENT REMAINING FROM GRADE 9,

NEW YORK STATE, 1980 AND 1990

Racial/Ethnic Category	Class of 1980 Graduates*			Class of 1990 Graduates**		
	Number	Percent of Total Graduates	Percent Remain. from Grade 9	Number	Percent of Total Graduates	Percent Remain. from Grade 9
White	189,542	80.3	78.2	124,666	73.5	79.4
Black	28,443	12.1	31.6	22,909	13.5	45.1
Hispanic	14,622	6.2	40.0	14,057	8.3	39.5
AI/Al.Nat	434	0.2	71.7	492	0.3	86.6
Asian/PI	2,896	1.2	90.8	7,444	4.4	82.9
Total	235,937	100.0	69.2	169,568	100.0	67.0

* Of the 257,726 12th-graders in Fall 1979, 235,937 graduated as of June 1980 (91.6 percent). Graduates by racial/ethnic group were estimated by applying the percentages by group of grade 12 to graduates.

** Of the 175,826 12th-graders in Fall 1989, 169,568 graduated as of June 1990 (96.4 percent). Graduates by racial/ethnic group were estimated by applying the percentage by group of grade 12 to graduates.

Source: New York State Education Department, July 1993.

TABLE 10

PERCENT OF PUBLIC HIGH SCHOOL SENIORS RECEIVING REGENTS DIPLOMAS, LOCAL DIPLOMAS, IEP DIPLOMAS AND CERTIFICATES BY RACIAL/ETHNIC GROUP NEW YORK STATE

JUNE 1992

Category of Schools and Diplomas/Certificates	Race/Ethnicity			
	Black	Hispanic	Other Minority*	White
Statewide Public				
Regents Diplomas	11.6	11.9	42.2	43.3
Local Diplomas	83.8	84.0	56.9	54.4
IEP Diplomas	4.3	3.9	.8	2.2
Certificates	.3	.2	.1	.1
Total	100.0	100.0	100.0	100.0

*** Includes American Indians, Alaskan Natives, Asians, and Pacific Islanders.**

Source: New York State Education Department, December 1992.

TABLE 11

PERCENT DISTRIBUTION OF PUBLIC SCHOOL CLASSROOM TEACHERS BY RACIAL/ETHNIC ORIGIN NEW YORK STATE

1988-89 AND 1992-93

Location	1988-89		1992-93	
	Hispanic	White	Hispanic	White
"Big Five" Cities				
Buffalo	3.7	79.8	4.2	79.4
New York	9.1	71.1	11.3	67.3
Rochester	2.8	81.4	4.1	79.0
Syracuse	0.6	89.4	0.7	89.7
Yonkers	3.8	87.1	5.2	87.6
Total "Big Five"	8.4	72.4	10.3	69.2
Rest of State	0.5	97.3	0.7	97.3
TOTAL STATE	3.5	87.9	4.4	86.5

Source: New York State Education Department, *Racial/Ethnic Distribution of Public School Students and Staff, New York State 1992-93*, p. 10.

TABLE 12

DISTRIBUTION OF HIGH SCHOOL GRADUATES BY RACIAL/ETHNIC GROUP NEW YORK STATE

1992

Category	White	Black	Hispanic	Asian/ Pacific Islander	American Indian / Alaskan	Total
POSTSECONDARY New York State						
4-Year	33.6	34.6	41.7	61.2	28.9	35.9
2-Year	29.0	24.7	25.8	13.7	32.8	27.3
Other	2.3	2.2	2.4	0.8	3.0	2.2
Out-of-State						
4-Year	15.5	15.6	6.7	16.3	7.0	14.8
2-Year	1.3	1.1	0.8	0.5	1.5	1.2
Other	0.9	0.5	0.6	0.5	0.3	0.8
NONCOLLEGE						
Employment	11.3	10.1	11.0	3.2	17.3	10.7
Military Service	2.8	2.6	3.0	0.6	3.3	2.7
Other	3.4	8.6	8.0	3.2	5.8	4.5
GRADUATES	114,976	21,524	14,216	8,726	329	159,771

Source: New York State Education Department, *Distribution of High School Graduates and College-Going Rate, New York State, Fall 1992*, 1993, p. 15.

TABLE 13

COMPARISON OF COLLEGE ENROLLMENT AND DEGREES CONFERRED BY SELECTED LEVELS OF STUDY AND RACIAL/ETHNIC GROUP NEW YORK STATE, 1980 AND 1990

LEVEL AND RACIAL/ETHNIC CATEGORY	1980 ENROLLMENT	1982-83 DEGREES CONFERRED	1990 ENROLLMENT	1990-91 DEGREES
COMMUNITY COLLEGE/ ASSOCIATE'S DEGREE				
White	78.6	83.0	71.6	82.4
Black	12.5	9.1	15.0	8.6
Hispanic	6.9	5.6	9.7	5.8
Other Minorities*	2.0	2.3	3.7	3.2
Total Number**	219,315	26,944	241,361	28,329
4-YEAR OR MORE INSTITUTIONS/ BACHELOR'S DEGREES				
White	77.5	84.5	71.4	81.3
Black	13.0	8.2	13.4	8.0
Hispanic	6.2	4.1	8.7	5.2
Other Minorities*	3.3	3.2	6.5	5.5
Total Number**	523,025	76,743	514,084	87,290
GRADUATE/MASTER'S DEGREE				
White	86.7	85.2	83.7	83.3
Black	6.1	6.6	7.0	6.7
Hispanic	3.8	4.3	4.4	4.4
Other Minorities	3.2	3.9	4.9	5.6
Total Number**	134,398	27,900	135,006	32,502

* Includes American Indians, Alaskan Natives, Asians and Pacific Islanders.

** Excludes students who are nonresident aliens or with unknown race/ethnicity.

Source: New York State Education Department, Office of Policy Analysis (Higher Education Data System), July 1993.

TABLE 14

DEGREES CONFERRED BY RACIAL/ETHNIC GROUP
NEW YORK STATE

1982-83 AND 1991-92

Racial/Ethnic Group	Associate's Degree		Bachelor's Degree		Master's Degree		Doctor's Degree		First Profess. Degree	
	1982-83	1991-92	1982-83	1991-92	1982-83	1991-92	1982-83	1991-92	1982-83	1991-92
WHITE	80.1	77.8	84.5	80.5	85.2	83.0	88.1	85.5	91.7	83.1
BLACK	10.5	11.4	8.2	8.3	6.6	6.7	3.9	3.4	4.0	5.3
HISPANIC	6.3	7.3	4.1	5.4	4.3	4.2	2.9	3.4	1.9	4.6
OTHER MINORITIES*	2.3	3.6	3.2	5.9	3.9	6.1	5.1	7.7	2.4	7.0
TOTAL NUMBER**	46,050	49,574	76,743	89,353	27,900	34,940	2,505	2,688	5,843	7,384

* Includes American Indians, Alaskan Natives, Asians, and Pacific Islanders.
** Excludes Nonresident aliens and degrees awarded to students of unknown race/ethnicity.

Source: Based on information provided by New York State Education Department Office of Policy Analysis Higher Education Data System (HEDS), February 1994.

TABLE 15

DEGREES CONFERRED IN SELECTED SUBJECT AREAS
BY DEGREE LEVEL AND RACIAL/ETHNIC GROUP

NEW YORK STATE, 1991-92

Selected Subject Areas	WHITE		BLACK		HISPANIC		OTHER MINORITIES		NONRESIDENT ALIENS		TOTAL DEGREES*
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.
Business											
Associate's	10,670	69.4	2,318	15.1	1,468	9.5	627	4.0	298	1.9	15,381
Bachelor's	14,378	76.6	1,588	8.5	930	5.0	1,244	6.6	622	3.3	18,762
Master's	5,771	74.7	276	3.6	179	2.3	514	6.6	985	12.8	7,725
Doctoral	38	35.2	1	0.9	2	1.9	14	13.0	53	49.1	108
Computer & Information Science											
Associate's	824	61.1	207	15.3	160	11.9	106	7.9	52	3.9	1,349
Bachelor's	1,540	62.6	193	7.8	196	8.0	352	14.3	178	7.2	2,459
Master's	749	46.8	87	5.4	47	2.9	242	15.1	476	29.7	1,601
Doctoral	43	43.9	—	—	—	—	5	5.1	50	51.0	98
Education											
Associate's	253	55.0	85	18.5	108	23.5	14	3.0	—	—	460
Bachelor's	6,549	88.5	382	5.2	353	4.8	81	1.1	37	.5	7,402
Master's	9,250	80.7	924	8.1	544	4.7	249	2.2	490	4.3	11,457
Doctoral	308	72.0	41	9.6	15	3.5	7	1.6	57	13.3	428

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TABLE 15 continued

Selected Subject Areas	WHITE		BLACK		HISPANIC		OTHER MINORITIES		NONRESIDENT ALIENS		TOTAL DEGREES*
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.
Engineering											
Associate's	2,123	76.9	245	8.9	132	4.8	159	5.9	100	3.6	2,759
Bachelor's	3,955	71.7	301	5.5	179	3.2	741	13.4	341	6.2	5,517
Master's	1,176	53.0	60	2.7	55	2.5	301	13.5	628	28.3	2,220
Doctoral	158	35.7	3	0.7	6	1.4	48	10.9	227	51.4	442
Mathematics											
Associate's	2	28.6	2	28.6	1	14.3	—	—	2	28.6	7
Bachelor's	890	70.4	93	7.4	58	4.6	147	11.6	76	6.0	1,264
Master's	214	59.9	12	3.4	6	1.7	20	5.6	105	29.4	357
Doctoral	45	44.6	—	—	—	—	5	5.0	51	50.5	101
Physical Science											
Associate's	143	77.3	25	13.5	6	3.2	8	4.3	3	1.6	185
Bachelor's	1,069	80.6	62	4.7	42	3.2	100	7.5	54	4.1	1,327
Master's	258	48.7	13	2.5	9	1.7	75	14.2	175	33.0	530
Doctoral	176	45.6	1	0.3	12	3.1	35	9.1	162	42.0	386
All Subject Areas											
Associate's	38,556	76.4	5,631	11.2	3,600	7.1	1,787	3.5	901	1.8	50,475
Bachelor's	71,927	78.3	7,403	8.1	4,783	5.2	5,240	5.7	2,485	2.7	91,838
Master's	28,987	73.2	2,358	6.0	1,456	3.7	2,139	5.4	4,673	11.8	39,613
Doctoral	2,299	61.9	91	2.4	91	2.4	207	5.6	1,028	27.7	3,716

* Excludes unknown race/ethnicity.

Source: New York State Education Department, February 1994.

TABLE 16

FIRST PROFESSIONAL DEGREES CONFERRED BY SUBJECT AREA AND BY RACIAL/ETHNIC GROUP

NEW YORK STATE 1991-92

Subject Areas	White	Black	Hispanic	Other Minorities	Nonresident Aliens	Total Degrees*
Chiropractic	94.3	1.1	3.4	1.1	0.0	174
Dentistry	61.3	3.1	8.9	13.5	13.2	416
Law	87.0	4.3	4.2	3.9	0.5	4,600
Medicine	75.3	6.7	4.3	13.2	0.6	1,666
Optometry	73.5	2.9	4.4	19.1	0.0	68
Osteopathic Medicine	76.3	5.2	7.4	11.1	0.0	135
Pharmacy	63.6	0.0	0.0	0.0	36.4	11
Podiatry	72.9	15.9	5.6	5.6	0.0	107
Theological Professions	63.9	16.4	3.8	9.7	6.3	238
Veterinary Medicine	85.9	1.3	10.3	2.6	0.0	78
All Subject Areas	81.8	5.2	4.6	6.9	1.5	7,493

* Excludes unknown race/ethnicity (117).

Source: New York State Education Department, February 1994.

TABLE 17

FULL-TIME EMPLOYEES IN INSTITUTIONS OF HIGHER EDUCATION BY RACIAL/ETHNIC GROUP AND OCCUPATIONAL ACTIVITY

NEW YORK STATE 1991-92

Occupational Activities	Number of Employees	WHITE		BLACK		HISPANIC		OTHER MINORITIES	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Instructional Faculty	44,218	38,571	87.2	2,006	4.5	1,103	2.5	2,538	5.7
Executive/ Administrative/ Managerial	12,490	10,730	85.9	1,098	8.8	405	3.2	257	2.1
Other Professional	27,239	22,153	81.3	2,705	9.9	1,015	3.7	1,356	5.0
Nonprofessional/ Support	59,594	42,508	71.3	10,479	17.6	5,092	8.5	1,515	2.5
Total Employees	143,541	113,962	79.4	16,288	11.3	7,615	5.3	5,666	4.0

Source: New York State Education Department, *College and University Distribution of Employees by Racial/Ethnic Category and Gender, New York State, 1991-92*, 1993.

TABLE 18

RACIAL/ETHNIC PARTICIPATION FOR SELECTED PROFESSIONS NEW YORK STATE

1990

PROFESSIONALS	Total Number*	Percent White	Percent Hispanic**
Architects	15,661	83.5	6.8
Dentists	14,460	88.5	2.2
Licensed Practical Nurses	29,233	64.4	5.5
Occupational Therapists	3,869	81.9	3.6
Optometrists	1,908	96.7	0.8
Pharmacists	13,826	78.6	4.6
Physical Therapists	6,573	84.5	4.0
Physicians	61,952	72.6	5.8
Podiatrists	1,367	94.7	1.4
Psychologists	22,007	86.8	3.8
Registered Nurses	158,246	70.1	4.0
Social Workers	79,282	60.3	9.7
Speech Therapists	6,060	95.4	1.8
Veterinarians	2,552	87.9	3.4

* Consists of White, Hispanic, and all other ethnic groups.

** Includes Hispanics of all races

Source: New York State Department of Economic Development, State Data Center, December 1992.

TABLE 19

GOVERNMENT AGENCY WORK FORCE AND THE CIVILIAN LABOR FORCE BY RACIAL/ETHNIC GROUP

UNITED STATES 1989

Racial/Ethnic Group	U.S. Civilian Labor Force	Federal Civilian Agencies	State & Local Agencies
WHITE	77.9	73.0	74.4
BLACK	10.5	16.4	17.5
HISPANIC	8.4	5.2	5.7
ASIAN/ PACIFIC ISLANDER	2.5	4.5	1.9
AMERICAN INDIAN/ ALASKAN	0.7	1.9	0.5
TOTAL	100%	100%	100%

Source: Center for Women in Government. *Women in Public Service*. Summer 1991, p. 2.

TABLE 20

OFFICIALS AND ADMINISTRATORS IN PUBLIC ADMINISTRATION BY RACIAL/ETHNIC GROUP, NEW YORK STATE, 1990

RACIAL/ETHNIC CATEGORY	NUMBER	PERCENTAGE
TOTAL NUMBER	31,759	100
WHITE	24,366	76.7
BLACK	4,779	15.1
HISPANIC*	1,687	5.3
OTHER MINORITIES**	927	2.9

* Includes Hispanics of all races.

**Includes American Indians/Alaskan Natives; Asians/Pacific Islanders; and Other Minorities.

Source: NYS Department of Economic Development. State Data Center, December 1992.

TABLE 21

POPULATION PARITY FOR SELECTED RACIAL/ETHNIC GROUPS IN THE WORK FORCE NEW YORK STATE EDUCATION DEPARTMENT, 1986 AND 1993

Racial/Ethnic Group	Percentage of Population 18-64 1980 Census	Percentage SED Work Force -1986	Percentage of Population 18-64 1990 Census	Percentage SED Work Force - December 1993
White	79.8	89.0	74.1	85.6
Black*	13.4	8.5	15.8	10.4
Hispanic**	9.2	1.7	12.4	2.7
Other Minority	NA	0.8	4.6***	1.4***

* Includes Hispanics.

** Includes Hispanics of all races.

*** Asians and Pacific Islanders are approximately 1.1 percent of the SED work force (39 employees), and Native Americans are 0.3 percent (12 employees). Asians and Pacific Islanders are 3.8 percent of the State population in 1990, and Native Americans 0.3 percent.

Sources: The State Education Department, Affirmative Action Office; Bureau of the Census. ***General Population Characteristics, New York 1980***, Table 18, p. 72; Bureau of the Census. ***General Population Characteristics, New York 1990***, Table 16, pp. 279-80; and Bureau of the Census. Table 6-A, Race and Hispanic Origin for the United States and the States: 1990 Summary Tape File 1-A

TABLE 22

TOTAL WORK FORCE COMPOSITION AND SELECTED OCCUPATIONAL CATEGORIES BY RACIAL/ETHNIC ORIGIN, NEW YORK STATE EDUCATION DEPARTMENT, 1993

Racial/Ethnic Origin	All Occupations	Administrators	Professionals	Office Clerical
TOTAL NO.	3,681	291	1,741	1,155
WHITE	85.6	87.6	89.3	82.6
BLACK	10.4	6.9	6.3	14.5
HISPANIC*	2.7	5.5	2.5	2.1
OTHER MINORITIES	1.4	—	1.9	0.7

* Includes Hispanics of all Races.

Source: New York State Education Department, Office of Affirmative Action, January 1994

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